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| **W**here is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? | We are going to have morning meetings to keep all groups (5 students) on task and share with the entire class. I want the students to determine why it's important that we learn about the migration of the separatists (Pilgrims) through discussions during morning meeting and during other times throughout the day. The unit will end with a “choice” of a presentation of a (group created) hard copy presentation of non-fiction picture books with details captured from their researched sources, an electronic power point non-fiction pictures/short sentences or paragraphs or lastly as a class, create a complete timeline of events (starting with 1492 when Columbus sails from Spain and finish with the date of 1892 when Ellis Island is open as a screening station for incoming immigrants. The source to use is listed at the bottom.  what the students have learned and a field trip to the museum exhibit in the base library. We will try to even share our books with another class somewhere else in the US through web services like Skype, blogs or creating an internet web page/wikispaces. The student’s findings will be authentic and reach an audience bigger than our classroom or fellow students. |

H

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| **H**ook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks. | We will start with reading a poem (including hymns) called “The Pilgrim at Plymouth” by Author: [Pierpont, John, 1785-1866](http://www.archive.org/search.php?query=creator%3A%22Pierpont%2C+John%2C+1785-1866%22);Subject: [Pilgrims (New Plymouth Colony)](http://www.archive.org/search.php?query=subject%3A%22Pilgrims+%28New+Plymouth+Colony%29%22); Publisher: [Boston, Crosby, Nichols and company](http://www.archive.org/search.php?query=publisher%3A%22Boston%2C+Crosby%2C+Nichols+and+company%22) which details the struggle and pain while starting new lives in a new land. We will then begin an introductory discussion on the year 1587 (Roanoke Colony) when the first English settlement in the new world. Why did the immigrants encounter hostile Native Americans in their migration settlement in the New World? Why did the first settlers suffer food shortages in their migration process? Who was Sir Francis Drake and why was he an important faucet in the first migration attempt in 1857? After discussion, I will have three KWL charts (Study of Migration, Puritan & Pilgrim Migration, and Purpose of Migration) hanging in the front of the class. If there already seems to be interest in certain areas, we will pair students with interests for future study and have individual groups fill out the chart or we will take time as a class to discuss the three and then break the class up. |

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| **E**xplore & **E**quip. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads & hunches, research & test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skills & knowledge. Have them experience the ideas to make them real. | I feel one of the most important things my students are getting out of this unit study is the tools for future study. Through learning how to take notes, research with different resources, organize information, and a large scale project, my students are learning tools that will help them become lifelong learners, historians, scientists, readers and writers. Students will choose one book to read by themselves (just right) from a provided list that follows immigration facts about not only the pilgrims but other people who have migrated. Students will read and discuss “Pilgrim History” by R. Walton . The book will be read and studied in class. Videos, poems, articles and songs dealing with migration struggles will be explored. I will provide the links and model to the students thus equipping them to travel on the WWW. |

R

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| **R**ethink & revise. Dig deeper into ideas at issue. Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, & discussion. | My students will be continually conferencing with me (short 5-7 minutes) so I am able push them deeper into their research and understanding. My goal of all conferencing during this time is to help tease out the important ideas and enduring understandings. I will also be looking for the skills we learn throughout the week, seeing that they are able to use them in real world experiences and over different contexts. The students will be presenting information that they learned to a younger elementary class and also on the web/ blog. The will re-examine and provide the information to their audience as to why migration was so important to the expansion of humanity (example/sharing ideas and learning from one another) through the actual migration process. |

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| **E**valuate understanding. Reveal what has been understood through final performances & products. Involve students in a final self-assessment to identify remaining questions and set future goals, | My students will spend 12 minutes at the end of each day reflecting on that day's research and learning. I will guide them to think about what they are learning and try to apply it in other ways if possible. Each student will be asked to write 2 goals for the next day and discuss whether they met their goals from the previous day. At the end of the unit, we will self evaluate to see how we did through different aspects of study and reflect on what they got out of the unit. Students will also be asked to choose if they would rather evaluate through group discussion of what they learned that particular day. There will be groups of 5 students and each will have a role in their contribution to the group discussion i.e. 1 student will write, 1 student will proofread, 1 student will be the artist, 1 student will be the narrator and the last student will tie the processes together. I will discuss and model for them as to what is to expected for each of their roles. |

T

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| **T**ailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective. | Because the students are choosing their topics and researching in groups, the activities have already been tailored to some extent but they have choices throughout on what they wish to do. If we must go to smaller groups, I will ask if the students are comfortable working in groups of 3 instead of 5. After looking at the skills used after mini-lessons throughout, I will take smaller groups to go over enduring ideas to help cement them further. With having students work together on this long term assignment, they are able to bring to the table the skills they already possess. |

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| **O**rganize and sequence the learning for maximal engagement and effectiveness, given the desired results. | We will be immersed in the unit of study while continuing to learn small skills such as how to research and find certain types of information, gather factual data and tie it all together throughout the week letting my students see the importance of each mini-lesson we discuss and learn. From the beginning, we are working on authentic learning (sharing with people outside of the class if possible and feasible and if not will find the solution with other classes – regardless, they will get the chance to present). The end product will be a class performance (after organization) and all will work as a team – the smaller groups joining in with the class as a whole to raise awareness to migration and how people of all races endured.  **RESOURCEs:**  **Integrating Differentiated Instruction and Understanding by Design by Carol Ann Tomlinson and Jay McTighe. Pages 120-127.**  <http://www.archive.org/stream/pilgrimsofplymou00pier#page/10/mode/2up>  <http://library.thinkquest.org/20619/Timeline.html> |